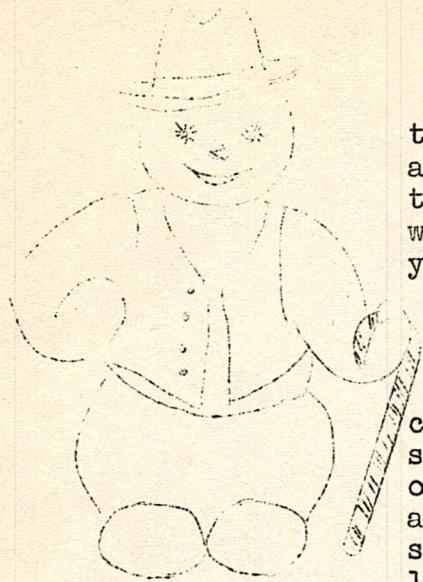




1950



CHRISTMAS

Christmas Greetings are extended to each teacher in the county and we hope you will have a pleasant and restful Christmas vacation, and that the New Year will see everyone returning with a renewed enthusiasm to make 1950 a better year.

THE PUBLIC SCHOOLS

The public schools of this country are a creation of the people, and are maintained and supported for the welfare of the pupils. Too often pressure groups, and others seek to lay all the ills of society at the feet of the schools. Teachers are willing to assume a large responsibility for the direction of young people. Subject matter is being changed to build up proper attitudes towards the social problems of today. There is the ever present struggle between education as provided by the school and the education of the movies, the street, the comics, the radio thrillers, etc. This conflict will never end and is a challenge to the school at all time. A full school life will do much to offset these other influences and will help combat intolerance, ignorance, prejudice, delinquency of all kinds, divorce, etc.

Such things as a wholesome athletic program, music, bands, art, visual education, student participation in the government of the school are a few of the ways used to help adjust students.

YOU AND YOUR GOVERNMENT

The Oregon supplement to accompany eighth grade civics is now available at the J. K. GILL CO., Portland. Title "Your Government in Oregon" by Mrs. E. Bernice Tucker, Assistant County Superintendent of Multnomah County.

SAFETY

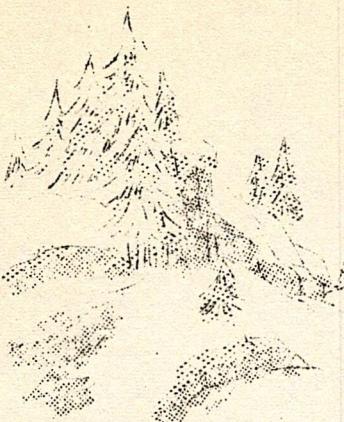
There is still a high accident rate throughout the country. Schools should continue to emphasize safety teaching as most accidents are due to carelessness.

OEA Representative Council

By-laws were changed to permit the Board of Trustees to set the meeting date of the Annual State meeting.

House Bill 193 is to be known as "The children bill". Every teacher should become informed on what this bill will do. Material will come from the OEA. See December OEA Journal.

The placement bureau is now on a self supporting basis.



SCHOOL SAVINGS BONDS

Supt. Putnam has appeal for support of the Treasury's School Savings Program.

HIGH SCHOOLS

Eighteen year old boys are still required to register within five days after they are eighteen. It is a good thing to call this to the older boys attention.

READING

Are you teaching pupils to read? All teachers need to do this. A good reader has few scholastic difficulties.

LANGUAGE ARTS

A committee of teachers has been appointed to aid in developing criteria for the selection of language arts text books. If you have any suggestions send them in and they will be turned over to the committee.

OREGON BLUE BOOKS

A supply has arrived. Please get yours if you wish when you call. The supply must last for two years.

SCHOOL PATROLS

Pamphlets issued by the Traffic Division of the Secretary of States Office on Oregon School Patrols are in the office. Any school interested please get them when you call.

EXTENSION COURSES

The following courses have been planned for your county winter term:

ASTORIA:

SEd 481 Alcohol Studies in the School Curriculum (G)
3 hours credit - undergraduate and graduate

Fee: \$10.50

Instructor: W. K. Ferrier

Time: Tuesday, 7:00 to 9:45 p.m.

Date: January 3 - March 14

Place: Astoria high school

Description: Aimed to acquaint teachers, social workers, counselors, and qualified laymen with latest scientific information available that is related to the problems of beverage alcohol. The scientific approach will be used. Teachers will be expected to develop teaching materials, units, or outlines that are suitable for actual classroom use. Others may undertake special projects.

Ed 450 Radio Education (G)
3 hours credit - undergraduate

Fee: \$10.50

Instructor: Jim Morris and staff

Time: Wednesday and Thursday, 7:00 - 9:45 (Class)

Date: January 20 to March 16 (Workshop, incl.)

Place: Astoria high school.

Description: A study of radio as an instrument of education.

The course includes discussion, demonstrations, reports and lectures on radio's place in education; organizing the school and community for selection and use of programs; evaluating instruction by radio; objectives in developing discrimination; possibilities of future developments.

(Workshop: January 20 and 21; Course: February 1, 2, 15, 16, March 12, 15, 16)

Hst 377 History of Oregon
2 hours credit

Fee: \$7.00

Instructor: E. D. Towler

Time: Monday, 7:00 - 9:00

Date: January 9 - March 13

Place: Astoria high school

Description: Historical and cultural development of the Oregon Country.

SEASIDE

SFd 481 Alcohol Studies in the School Curriculum (G)
3 hours credit

Fee: \$10.50

Instructor: W. K. Ferrier

Time: Monday, January 9 - March 13

Place: Seaside Elementary school

Description: Aimed to acquaint teachers, social workers, counselors, and qualified laymen with latest scientific information available that is related to the problems of beverage alcohol. The scientific approach will be used. Teachers will be expected to develop teaching materials, units, or outlines that are suitable for actual classroom use. Others may undertake special projects.

CLASSROOM TEACHERS

Read the article, among others, by Philip Wardner in the December, OEA, Journal on "Why We Are Organized".

PLAYGROUND SUPERVISION

This is essential and all teachers should give careful attention to it. Things can happen if the teacher is negligent.

RURAL SCHOOL LAW

February 20	Latest date to post or publish budgets.
March 15	Final date to turn in budget to Rural school board.
April 10	Last date to notify boards of changes in budget.
April 10-20	Hearings, if desired, by rural board.
April 20	Final action by rural board.
May (third Monday)	Final date to vote in excess of 6% limitation.

FIRE DRILLS

Do you have regular monthly fire drills. Be sure all doors are unlocked and open outward. A student in each room may be delegated the duty of fire marshal to see that windows are closed and that the door is closed when all are out of the room. March pupils out in an orderly manner rapidly but do not run.

REGISTERED VOTERS

A legal voter must have registered at least 30 days before election. To vote in school elections a voter must be registered, a resident of the district 6 months and able to read and write the English language.

ATTENTION ELEMENTARY SCHOOLS

Oregon Physical Fitness Tests

The purpose of this statement is to clarify the function of tests and measurements in the elementary school physical education program. The physical fitness record score card in its original form was devised to acquaint teachers and pupils with the fundamental aspects of physical fitness.

The original Physical Fitness Test Battery was in use in the schools from 1945 to 1947 when on the basis of findings in a survey the battery was revised and the card renamed the Oregon Motor Fitness Test Record Score Card to include the fifteen tests and standards which are in the present battery. A second survey was conducted in 1949 to determine the usability of the test records for research purposes. The experiences of teachers and the results of these surveys have shown that tests of this particular type frequently are misused and have not served well their original purpose especially in the elementary school grades four through eight. Their purpose has not been understood by administrators and teachers in all instances; in some cases they have consumed the greatest portion of the time in the physical education classes; the test results have not always been properly recorded; and in general the test results have not been utilized to implement the physical education program. It certainly should be acknowledged that in those schools where the original purposes and methods of using the physical fitness tests have been properly understood and in which testing has taken its place of relative importance in the entire program it has served well as an instrument to help meet the total health needs of children.

Apparently the administration of the Motor Fitness Tests has proved to be somewhat of a burden in grades four through eight especially; and in many cases the completion of the tests has been considered an end in itself. Under such circumstances it becomes merely time consuming and might well be suspended until such time when it can be administered properly. It is hoped that administrators and teachers will not consider the strict administration of the Motor Fitness Tests in grades four through eight as a positive requirement for the standarization of a school.

Schools that have found the use of the motor fitness records advantageous in their programs should continue their use for that purpose and should feel free to use any additional objective means of measurement that may be found valuable for this purpose.

This statement is not to be interpreted as an announcement that the State Department of Education is recommending the discontinuance of all testing in physical education. It is further suggested that the teachers in grades four through eight check the section on physical education for their particular grade in the Guide for Elementary Education in Oregon, issued by Rex Putnam, 1949. The section on physical education for each grade level presents valuable information under the headings listed as follows: Areas of Interest; Outcomes; Evaluation; and Source Materials.

George Sirnio
State Dept. of Education.

ETHICS FOR TEACHERS

A condensed statement of the CODE of the N.E.A.

The teacher should be courteous, just, and professional in all relationships.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice through study, travel, and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state, and national professional associations are expected.

The teacher should avoid endorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only through properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated through suitable recognition and promotion within the ranks.

Unethical practices should be reported to local, state, or national commissions on ethics.

The term "teacher" as used here includes all persons directly engaged in educational work.

TWENTY WAYS

To destroy a school

1. Tell parents that Johnny's academic troubles are all caused by the changed practices forced upon teachers by the new principal.
2. State that you don't know why Mary is having such difficulty in Mr. Smith's class, for you find Mary to be an extremely capable pupil in your class.
3. Keep a whole class of children after school because you are unable to find the guilty one.
4. Ask pupils to copy from the history book as punishment.
5. Give pupils a failing mark because of behavior difficulties.
6. Embarrass pupils before their classmates.
7. Blame entirely the family background, the work habits, or the mentality of the pupils when explaining academic failures.
8. Ask parents to come into the school for a conference concerning their child, and then monopolize the conference with your complaints.
9. Reveal uncomplimentary information about one child to parents of other children.
10. Give pupils too much homework or homework for which pupils and parents see little reason.
11. Play favorites and give undeservedly high marks to children of parents who socially or politically prominent.
12. Penalize pupils who occasionally must be out of class because of participation in school extra-curriculum activities.
13. Leave school every day before pupils and parents have a chance for consultation.
14. Imply political favoritism whenever a colleague is promoted.
15. Criticize other teachers, schoolboard members, and the school administrators in classroom discussions with pupils.
16. Force out of school all pupils who fail to meet certain standards.
17. Make parents who visit the school feel unwelcome.
18. Force pupils to give up school activities in which they're interested because they are not doing well in another subject.

To build a school

1. Realize that you belong to an educational team, all members of which are joining forces to achieve the same objective.
2. Sing the strengths of the school and its teachers always.
3. Visit homes to obtain the assistance of parents in solving problems.
4. Familiarize pupils with the reason for every question, exercise, and assignment in class.
5. Have pupils participate in planning how they will reach established objectives.
6. Invite parents to see the instructional methods you use and discuss with them the purposes behind every procedure.
7. Ask at the end of every lesson, "What have you learned today?"
8. Ask yourself at the end of every lesson, "What have I learned about teaching and child nature?"
9. Treat each pupil with respect and with friendship.
10. Write friendly notes to parents whenever their children have performed actions worthy of special commendation.
11. Establish yourself as a citizen of high calibre in community enterprises.
12. Evidence a sincere interest in the joys, sorrows, and difficulties of the families whose children you teach.
13. Be profligate with the hours you spend in helping pupils with their problems.
14. Treat every individual justly, with justice based always on full understanding.
15. Build instruction around the needs, abilities, and interests of individuals and groups.
16. Make assignments designed to improve parent-child relationships.
17. Make parents feel sincerely welcome in the school.
18. Enlist the help of as many parents as possible in instructional and school projects.
19. Use interest rather than marks as motivation for classwork.

19. Give pupils "busy work." 20. Take part of the blame when all
20. Throw away homework assignments unduly large proportion of the
and class exercises without examination. Class do poorly in a test.
action.

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A letter from another county states that if Clarence E. Ward applies for a teaching position to contact them for further information.

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MONTHLY REPORTS

May we again urge accuracy in your monthly reports! When errors occur, reports for an entire year sometimes need to be revised. Accuracy on the first report will save both you and us inconvenience. We require only one copy of the report. If there are errors, we shall return it for correction.

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MERRY CHRISTMAS

AND A

HAPPY NEW YEAR

E. D. Towler

E. D. Towler,
Co. School Supt.

Kathleen Erp
Kathleen Erp,
Secretary.

